



Alignment of the South Carolina
Pre-Kindergarten and Kindergarten
Curriculum Standards with the
Early Childhood Environment Rating
Scale-Revised Edition (ECERS-R)

Alignment of the South Carolina Pre-Kindergarten Curriculum Standards with the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)

The Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) is one of the most widely used and most valid tools to assess the quality of early childhood programs. The scale is based on best practices in early childhood education and addresses worldwide standards. ECERS-R contains 43 items and 7 subscales. The subscales are: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents & Staff. The first six subscales (which include the first 37 items) are considered to have a direct impact on the quality of early childhood programs. Of these 37 items, 25 directly align with the South Carolina Pre-Kindergarten Curriculum Standards. The following ECERS-R items do not directly align with the South Carolina Pre-Kindergarten Curriculum Standards: 2. Furniture for routine care, play, and learning; 3. Furnishings for relaxation and comfort; 9. Greeting/departing; 10. Meals/snacks; 11. Nap/rest; 12. Toileting/diapering; 13. Health practices; 23. Sand/water; 25. Nature/science; 31. Discipline; 32. Staff-child interactions; and, 37. Provisions for children with disabilities.

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References

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South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
English/Language Arts	
Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
Reading Process and Comprehension	
R1 The student will integrate various cues and strategies to comprehend what he or she reads.	
PK-R1.1 Begin showing an interest in reading-related activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.	15. Books and pictures 3.1, 3.2, 5.1, 5.3, 5.4, 5.5
PK-R1.2 Begin exploring books independently.	
PK-R1.3 Begin recognizing the association between spoken and written words.	16. Encouraging children to communicate 3.1, 7.2
PK-R1.4 Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.	15. Books and pictures 3.1, 3.2, 5.1, 5.3, 5.4, 5.5, 7.1, 7.2 17. Using language to develop reasoning skills 3.1 18. Informal use of language 7.2
PK-R1.5 Begin retelling stories.	
PK-R1.6 Begin recalling details in texts read aloud.	
PK-R1.7 Begin asking and answering questions about texts read aloud.	
PK-R1.8 Begin using pictures and words to make predictions about stories read aloud.	
R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	
PK-R2.1 Begin identifying characters in stories read aloud.	15. Books and pictures 3.2 , 5.5

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
R3 The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.	
PK-R3.1 Begin recognizing environmental print such as business logos and traffic signs.	4. Room arrangement for play 7.2 6. Child-related display 3.1 15. Books and pictures 3.2, 5.4 19. Fine motor 7.2 22. Blocks 7.2 24. Dramatic play 5.3
PK-R3.2 Begin understanding how print is organized and read, using concepts about print.	6. Child-related display 3.1 15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5
PK-R3.3 Begin identifying places where words are found, such as books and newspapers.	6. Child-related display 3.1 15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
PK-R3.4 Begin recognizing that words are made up of letters and that letters make sounds.	15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5 16. Encouraging children to communicate 3.1
PK-R3.5 Begin recognizing letter patterns in words.	
PK-R3.6 Begin recognizing rhyming words	
Writing Goal (W) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
The Writing Process	
W1 The student will use apply a process approach to writing.	
PK-W1.1 Begin choosing topics and generating ideas about which to write.	6. Child-related display 3.1 15. Books and pictures 5.2 19. Fine motor 3.1, 5.1
PK-W1.2 Begin writing using a variety of formats. PK-W1.2.1 Begin using oral language, pictures, and/or letters to create stories about experiences, people, objects, and events.	16. Encouraging children to communicate 7.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 19. Fine Motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2

South Carolina Pre-Kindergarten Curriculum Standards		Early Childhood Environment Rating Scale Items and Indicator Numbers	
Writing Purposes			
W2 The student will write for a variety of purposes.			
PK-W2.1 The student will begin using oral language, drawing pictures, and/or using letters to explain.		16. Encouraging children to communicate 7.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4,7.1 19. Fine Motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2	
Responding to Text			
W3 The student will respond to texts written by others.			
PK-W3.1 Begin responding to texts read aloud by conversing with others and by using pictures.		15. Books and pictures 3.2 16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 5.4, 7.2	
PK-W3.1 Begin responding to texts read aloud by conversing with others and by using pictures.		19. Fine Motor 3.1, 5.1 20. Art 3.1, 5.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2	

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Legibility	
W4 The student will create legible texts.	
PK-W4.1 Begin copying or printing letters and words, including his or her name.	6. Child-related display 3.1 16. Encouraging children to communicate 7.2 19. Fine motor 3.1, 5.1
Communication Goal (C)	
The student will recognize, demonstrate, and analyze the qualities of effective communication.	
Communication: Speaking	
C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.	
PK-C1.1 Begin using appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2
PK-C1.1 Begin using appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2
PK-C1.2 Begin taking turns in conversations and staying on topic.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 36. Group time 3.1, 3.2, 5.2, 5.3, 7.3

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
PK-C1.3 Begin responding in complete sentences.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2
PK-C1.4 Begin participating in conversations and discussions and responding appropriately.	18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 36. Group time 3.1, 3.2, 5.2, 5.3, 7.3
PK-C1.5 Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	15. Books and pictures 3.2, 5.4 16. Encouraging children to communicate 3.1 21. Music/movement 3.1
PK-C1.6 Begin participating in creative dramatics.	24. Dramatic play 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4
PK-C1.7 Begin using oral language for a variety of purposes.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 5.4 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Communication: Listening	
C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
PK-C2.1 Begin following one- and two-step oral directions.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4
PK-C2.2 Begin listening to various types of literature read aloud.	15. Books and pictures 3.2, 5.5
PK-C2.3 Begin listening for meaning in conversations and discussions.	18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 5.1
PK-C2.4 Begin focusing attention on the person who is speaking and listening politely without interrupting.	18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1
Communication: Viewing	
C3 The student will comprehend and analyze information he or she receives from nonprint sources.	
PK-C3.1 Begin recognizing nonprint sources.	6. Child-related display 3.1 16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
PK-C3.2 Begin making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	6. Child-related display 3.1 16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 27. Use of TV, video, and/or computer 5.4
Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
Selecting a Research Topic	
RS1 The student will select a topic for exploration.	
PK-RS1.1 Begin asking <i>how</i> and <i>why</i> questions about a topic of interest.	18. Informal use of language 7.2 29. Supervision of gross motor activities 7.1 30. General supervision (other than gross motor) 7.1
Gathering Information and Refining a Topic	
RS2 The student will gather information from a variety of sources.	
PK-RS2.1 Begin identifying pictures as sources of information.	6. Child-related display 3.1
RS3 The student will use a variety of strategies to prepare and present selected information.	
PK-RS3.1 Begin organizing and classifying information by constructing categories.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1, 7.2
PK-RS3.2 Begin organizing information on the basis of observation.	
PK-RS3.3 Begin presenting his or her research findings in a variety of formats.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 7.2

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
PK-RS3.3 Begin presenting his or her research findings in a variety of formats.	20. Art 3.1, 3.2, 5.1, 5.2 27. Use of TV, video, and/or computers 5.2, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2
Math	
Number and Operations	
Standard I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
Expectation C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.	
1. Determine more than, less than, and equals based on counts using manipulatives (more, less, same number).	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2
Expectation E. Connect number words and numerals to the quantities they represent, using various physical models and representations.	
1. Distinguish "one" from "many."	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Algebra	
Standard I. Understand patterns, relations, and functions	
Expectation A. Sort, classify, and order objects by size, number, and other properties.	
1. Recognize patterns in their environment by color, shape, and size.	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Order three objects by size.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Expectation B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.	
1. Recognize a two-part pattern and extend.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Pre-Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Geometry	
Standard I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
Expectation A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.	
1. Identify, name, model, and draw two-dimensional geometric shapes (circle, square, triangle, rectangle).	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Investigate three-dimensional shapes in informal settings.	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 22. Blocks 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 7.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Pre-Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
3. Sort two-dimensional shapes according to attributes.	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Expectation C. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.	
1. Investigate the results of combining and partitioning geometric shapes (square, rectangle, triangle, circle).	17. Using language to develop reasoning skills 5.1, 5.2 18. Informal use of language 3.2, 5.4, 7.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Standard II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
Expectation A. Describe, name, and interpret relative positions in space and apply ideas about relative position.	
1. Use positional words to describe the location of objects (<i>up, down, on, off, over, under</i>).	17. Using language to develop reasoning skills 5.1, 5.2 18. Informal use of language 3.2, 5.4, 7.2.

South Carolina Pre-Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Standard IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.	
Expectation D. Recognize geometric shapes and structures in the environment and specify their location.	
1. Locate geometric shapes in the environment.	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 24. Dramatic play 3.1, 5.1, 5.3 26. Math/number 5.4
Measurement	
Standard I. Understand measurable attributes of objects and the units, systems, and processes of measurement.	
Expectation A. Recognize the attributes of length, volume, weight, area, and time.	
1. Identify, by picking them up, which of two objects is heavier.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Demonstrate (through conversation) a beginning sense of time (yesterday, today, and tomorrow).	17. Using language to develop reasoning skills 3.1, 3.2, 7.1
Expectation B. Compare and order objects according to their attributes.	
1. Uses basic comparison words (e.g., "His truck is bigger than mine").	17. Using language to develop reasoning skills 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Pre-Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation C. Understand how to measure using nonstandard and standard units.	
1. Use nonstandard units of measure to explore everyday objects.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Expectation D. Select an appropriate unit and tool for the attribute being measured.	
1. Identify the instrument used to measure time (clock).	6. Child-related display 3.1 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4
Data Analysis and Probability	
Standard I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
Expectation A. Pose questions and gather data about themselves and their surroundings.	
1. Collect data related to familiar experiences by counting.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Expectation B. Sort and classify objects according to their attributes and organize data about the objects.	
1. Sort and classify by a single attribute (color, shape, size).	17. Using language to develop reasoning skills 3.1, 3.2, 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Pre-Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation C. Represent data using concrete objects, pictures, and graphs.	
1. Draw a picture to represent data.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2 19. Fine motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2, 7.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Physical Education	
Standard 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.	
Standard 1. PreK-K: Students should develop most fundamental movement patterns (e.g., throwing, receiving, jumping, and striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.	
The student will demonstrate controlled traveling, rolling, and balancing actions.	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 21. Music/movement 3.3 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3
The student will travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly.	
The student will move with awareness of others in general space.	

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
The student will kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball).	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3
The student will select appropriate actions to match a steady beat.	21. Music/movement 3.2, 3.3
Standard 2. Applies movement concepts and principles to the learning and development of motor skills	
Standard 2. PreK-K: Students should become aware of basic cognitive concepts associated with movement and know how to use them to guide their performance in game skills, body management, dance, and locomotion. Students should begin to recognize and apply some characteristics of mature fundamental motor patterns.	
The student will identify fundamental movement patterns (e.g., skip, strike).	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2
The student will identify beginning management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist).	
The student will apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).	

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
The student will identify fundamental movement patterns (e.g., skip, strike).	29. Supervision of gross motor activities 7.1 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3
The student will identify beginning management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist).	
The student will apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).	
Standard 3. Exhibits a physically active lifestyle	
Standard 3. PreK-K: Students should develop positive attitudes toward participation in physical activity and a general awareness that physical activity is both fun and good for one.	
The student will select and participate in physical activity during unscheduled times.	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1
The student will select and participate in physical activity during unscheduled times.	8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
The student will identify likes and dislikes connected with participation in physical activity.	16. Encouraging children to communicate 3.1, 5.1 18. Informal use of language 3.1, 3.2, 5.1, 7.1, 7.2 29. Supervision of gross motor activities 7.1
Standard 4. Achieves and maintains a health-enhancing level of physical fitness.	
Standard 4. Pre-K-K: Students should be able to sustain physical activity intermittently for short periods of time, enjoy being physically active, and recognize the physiological signs associated with engagement in vigorous physical activity.	
The student will sustain moderate to vigorous physical activity for short periods of time.	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2
The student will be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).	29. Supervision of gross motor activities 7.1
The student will sustain moderate to vigorous physical activity for short periods of time.	34. Schedule 3.3, 3.4, 5.3
The student will be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).	35. Free play 3.1, 3.3, 5.1, 5.3
Standard 5. Demonstrates responsible personal and social behavior in physical activity settings	
Standard 5. Pre-K-K: Students should learn and utilize acceptable behaviors and safe practices while in a physical activity setting. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group.	
The student will know rules, procedures, and safe practices for participation and respond appropriately.	14. Safety practices 5.2, 7.2
The student will share space and equipment with others.	8. Gross motor equipment 5.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Standard 6. Demonstrates understanding and respect for differences among people in physical activity settings	
Standard 6. Pre-K-K: Students should discover the joy of playing with friends and learn how positive social interaction can make activities more fun. Students should interact positively with others in the class, regardless of personal differences.	
The student will participate willingly in individual and group activities.	5. Space for privacy 5.1, 5.2, 7.2 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 34. Schedule 3.3, 3.4 36. Group time 5.2, 7.1, 7.3
The student will interact positively with others.	33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 34. Schedule 3.3, 3.4 36. Group time 5.2, 7.1, 7.3
Standard 7.	
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	
Standard 7. Pre-K-K: Students should enjoy the challenge of experiencing new movements and learning new skills. They should associate positive feelings with participation in physical activity.	
The student will demonstrate a willingness to try new movement activities and skills.	7. Space for gross motor play 3.1, 5.1, 7.1 8. Gross motor equipment 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 21. Music/movement 3.3 34. Schedule 3.3, 3.4, 5.3

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
The student will demonstrate a willingness to try new movement activities and skills.	35. Free play 3.1, 3.3, 5.1, 5.3
The student will identify feelings resulting from participation in physical activity.	16. Encouraging children to communicate 3.1, 5.1 18. Informal use of language 3.1, 3.2, 5.1, 7.1, 7.2 29. Supervision of gross motor activities 7.1
Visual and Performing Arts	
Dance	
I. Technique	
Identifying and demonstrating movement elements and skills in performing dance.	
Students will demonstrate nonlocomotor movements (e.g., bend, twist, stretch, swing).	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 21. Music/movement 3.3
Students will demonstrate basic locomotor movements (e.g., walk, run, hop, jump).	
Students will use their bodies to create shapes at low, middle, and high levels.	
Students will create, demonstrate, and imitate straight and curved pathways using locomotor and nonlocomotor movements.	
Students will safely maintain personal and general space while moving.	
Students will start, change, and stop movement in response to a rhythm.	21. Music/movement 3.2, 3.3
Students will demonstrate kinesthetic awareness by moving body parts in isolation.	7. Space for gross motor play 3.1, 3.2, 5.1

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
II. Choreography Understanding choreographic principles, processes, and structures.	
Students will use improvisation to discover and invent movement and to solve movement problems.	21. Music/movement 3.3, 7.3
Students will improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods).	
Students will create and repeat a simple sequence with a beginning, middle, and end, both with and without rhythmic accompaniment; identifying each of the parts of the sequence.	
Students will demonstrate the following partnering skills: copying, leading, following, and mirroring.	
Students will translate simple motif writing into movement.	
III. Nonverbal Communication Understanding dance as a way to create and communicate meaning.	
Students will describe how dance is different from other forms of human movement (e.g., sports maneuvers, everyday gestures).	17. Using language to develop reasoning skills 3.1, 3.2, 7.1
Students will participate in class discussions about interpretation of and responses to dance.	18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
Students will improvise, create, and perform dances that communicate feelings and ideas.	21. Music/movement 3.3, 7.3
IV. Critical and Creative Thinking Applying and demonstrating critical and creative thinking skills in dance.	
Students will generate multiple solutions to a simple movement problem (e.g., creating rounded shapes); then identify their favorite solution and defend their choice.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2 21. Music/movement 3.3, 7.3

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Students will demonstrate appropriate audience behavior while watching and responding to dance performances.	33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2
V. History and Culture Demonstrating and understanding dance in various cultures and historical periods.	
Students will perform simple folk dances from various cultures.	21. Music/movement 3.3, 5.2, 7.3 28. Promoting acceptance of diversity 3.1, 5.1, 7.1, 7.2
Students will explain some of the reasons why people dance (e.g., entertainment, recreation, religious expression).	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
VI. Healthful Living Making connections between dance and healthful living.	
Students will give examples of how healthy practices enhance one's ability to dance.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
VII. Connections Making connections between dance and other disciplines.	
Students will respond to a dance by using another art form (e.g., drawing, painting, singing).	20. Art 3.1, 3.2, 5.1, 5.2, 7.2 21. Music/movement 3.1, 5.1, 7.1, 7.2, 7.3
General Music	
I. Singing Singing, alone and with others, a varied repertoire of music.	
Students will sing songs in a developmentally appropriate range (using head tones), match pitch, echo short melodic patterns, and maintain a steady tempo.	21. Music/movement 3.2, 7.3
Students will speak, chant, and sing using expressive voices and move to demonstrate awareness of beat, tempo, dynamics, and melodic direction.	21. Music/movement 3.2, 3.3, 7.3
Students will sing from memory age-appropriate songs representing varied styles of music.	21. Music/movement 3.2, 5.2, 7.3

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
II. Performing on Instruments Performing on instruments, alone and with others, a varied repertoire of music.	
Students will play a variety of pitched and unpitched instruments and use other sound sources, including body percussion.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3
Students will play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating awareness of beat, tempo, dynamics, and melodic direction.	
Students will play appropriate pitched or unpitched instruments to accompany songs and games from diverse cultures.	
Students will echo short rhythmic and melodic patterns.	
III. Improvising Improvising melodies, variations, and accompaniments.	
Students will improvise songs and rhythm chants with words to accompany play activities.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3
Students will improvise instrumental accompaniments to songs, recorded selections, stories, and poems.	
Students will improvise simple rhythmic accompaniments using body percussion and classroom instruments.	
IV. Composing and Arranging Composing and arranging music within specified guidelines.	
Students will compose using icons or invented symbols to represent music beats.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3
Students will compose using icons or invented symbols to represent musical sounds and ideas.	
V. Reading and Notating Reading and notating music.	
Students will begin to read, write, and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3
Students will begin to read and write melodic notation in pentatonic mode, using traditional, nontraditional, and invented symbols to represent pitch.	

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
VI. Analyzing	
Listening to, analyzing, and describing music.	
Students will identify examples of simple music forms.	21. Music/movement 3.1, 3.2, 3.3, 5.1, 7.1
Students will use personal vocabulary to describe music from diverse cultures.	
Students will identify and describe basic elements in music, including pitch, tempo, and dynamics.	21. Music/movement 3.1, 3.2, 3.3, 5.1, 7.1, 7.2, 7.3
Students will identify and describe the sources of a variety of sounds, including male and female voices and the sounds of common instruments.	
Students will show body movement in response to pitch, dynamics, tempo, and style of music.	
VII. Evaluating	
Evaluating music and music performances.	
Students will identify specific elements of musical works that evoke emotion and response.	16. Encouraging children to communicate 3.1, 5.1 18. Informal use of language 3.1, 3.2, 5.1, 7.1, 7.2 21. Music/movement 3.2, 7.2
Students will identify their personal preferences for specific musical works and performances.	
VIII. Making Connections	
Understanding relationships between music, the other arts, and disciplines outside the arts.	
Students will relate uses of music to daily experiences, celebrations, and special events.	21. Music/movement 3.2, 7.2

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
IX. Relating to History and Culture	
Understanding music in relation to history and culture.	
Students will sing and play simple songs and music games from diverse cultures.	21. Music/movement 3.3, 5.2, 7.3
Students will use personal vocabulary to describe voices, instruments, music notation, and varied genres and styles from diverse cultures.	28. Promoting acceptance of diversity 3.1, 5.1, 7.1, 7.2
Theatre	
I. Story Making/Script Writing	
Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.	
Students will identify individual elements (who, what, and where) of classroom dramatizations.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4
Students will create scenes and scenarios (with a beginning, middle, and end) by improvising and participating in theatre games.	
II. Acting	
Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes.	
Students will demonstrate physical traits of humans, animals, and objects.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4
Students will describe and compare ways that people react to other people and to internal and external environments.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1
	18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
Students will assume roles in a variety of dramatizations.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4
Students will perform in group (ensemble) dramatizations.	

South Carolina Pre-Kindergarten Curriculum Standards		Early Childhood Environment Rating Scale Items and Indicator Numbers	
III. Designing			
Designing by developing environments for improvised and scripted scenes.			
Students will Identify sets and costumes appropriate for stories and/or classroom dramatizations.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4		
Students will use scenery, properties, lighting, sound, costumes, and makeup in classroom dramatizations.			
IV. Directing			
Directing by organizing rehearsals for improvised and scripted scenes.			
Students will begin to respond appropriately to instructors' directions and side coaching.	30. General supervision of children (other than gross motor) 7.1		
Students will begin to plan classroom presentations individually and collaboratively.	5. Space for privacy 5.1, 5.2, 7.2		
	33. Interactions among children 7.2		
	36. Group time 3.1, 3.2, 5.2, 7.1, 7.2		
VI. Connecting			
Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.			
Students will use performance skills to act out familiar stories.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4		
Students will act out different career and social roles in improvisations and theatre games.			
Students will compare and contrast the use of visual arts, dance, music, or electronic media to enhance a classroom performance.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1		
Students will compare and contrast the use of visual arts, dance, music, or electronic media to enhance a classroom performance.	18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2		
VII. Valuing and Responding			
Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.			
Students will demonstrate audience etiquette during theatre performances.	33. Interactions among children 5.1, 5.2		

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Students will describe a theatrical experience in terms of aural, visual, and kinetic elements.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2 30. General supervision of children (other than gross motor) 7.1
Students will describe emotions evoked by a theatre performance.	
Students will explain what they liked and disliked about a theatre performance.	
Visual Arts	
I. Understanding and Applying Media, Techniques, and Processes	
Students will begin to identify differences among media, techniques, and processes used in the visual arts.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 20. Art 3.1, 3.2, 5.1, 5.2 30. General supervision of children (other than gross motor) 7.1

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Students will use a variety of media, techniques , and processes to communicate ideas, experiences, and stories through their artworks.	19. Fine motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2
Students will use art materials and tools in a safe and responsible manner.	
II. Using Knowledge of Structures and Functions	
Students will identify some elements and principles of design in the visual arts.	19. Fine motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2 30. General supervision of children (other than gross motor) 7.1
Students will use some elements and principles of design to communicate ideas through their artworks.	16. Encouraging children to communicate 3.2, 5.2 19. Fine motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2 30. General supervision of children (other than gross motor) 7.1
III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas	
Students will create artworks that express their personal experiences.	16. Encouraging children to communicate 3.2, 5.2
Students will describe their personal responses to various subjects, symbols, and ideas in artworks.	19. Fine motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2

South Carolina Pre-Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
IV. Understanding the Visual Arts in Relation to History and Cultures	
Students will begin to identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.	17. Using language to develop reasoning skills 7.1
Students will begin to identify a variety of artworks, artists, and visual arts materials that exist in their community.	
V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others	
Students will identify some purposes for creating artworks.	30. General supervision of children (other than gross motor) 7.1
VI. Making Connections between Visual Arts and Other Disciplines	
Students will begin to identify connections between the visual arts and content areas across the curriculum.	20. Art 7.2

Alignment of the South Carolina Kindergarten Curriculum Standards with the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)

The Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) is one of the most widely used and most valid tools to assess the quality of early childhood programs. The scale is based on best practices in early childhood education and addresses worldwide standards. ECERS-R contains 43 items and 7 subscales. The subscales are: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents & Staff. The first six subscales (which include the first 37 items) are considered to have a direct impact on the quality of early childhood programs. Of these 37 items, 29 directly align with the South Carolina Kindergarten Curriculum Standards. The following ECERS-R items do not directly align with the South Carolina Kindergarten Curriculum Standards: 2. Furniture for routine care, play, and learning; 3. Furnishings for relaxation and comfort; 9. Greeting/departing; 10. Meals/snacks; 11. Nap/rest; 12. Toileting/diapering; 13. Health practices; and, 37. Provisions for children with disabilities.

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References

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South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
English/Language Arts	
Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
Reading Process and Comprehension	
R1 The student will integrate various cues and strategies to comprehend what he or she reads.	
K-R1.1 Demonstrate an interest in reading-related activities such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.	15. Books and pictures 3.1, 3.2, 5.1, 5.3, 5.4, 5.5
K-R1.2 Demonstrate the ability to explore books independently.	
K-R1.3 Demonstrate an understanding of the association between spoken and written words.	16. Encouraging children to communicate 3.1, 7.2
K-R1.4 Continue making connections to prior knowledge, other texts, and the world in response to texts read aloud.	15. Books and pictures 3.1, 3.2, 5.1, 5.3, 5.4, 5.5, 7.1, 7.2 17. Using language to develop reasoning skills 3.1 18. Informal use of language 7.2
K-R1.5 Begin identifying the title and author of a text.	
K-R1.6 Demonstrate the ability to retell stories.	
K-R1.7 Continue recalling details in texts read aloud.	
K-R1.8 Continue asking and answering questions about texts read aloud.	
K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently.	
K-R1-10 Begin drawing conclusions and making inferences.	15. Books and pictures 3.2, 5.5 17. Using language to develop reasoning skills 3.1 18. Informal use of language 7.2

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-R1.11 Demonstrate the ability to respond to texts through a variety of methods such as creative dramatics, writing, and graphic art.	16. Encouraging children to communicate 5.2 20. Art 3.1, 3.2, 5.1, 5.2, 7.2 24. Dramatic play 3.1, 5.1, 5.3, 7.4
R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	
K-R2.1 Demonstrate the ability to identify characters and setting in a story read aloud.	15. Books and pictures 3.2, 5.5
R3 The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.	
K-R3.1 Demonstrate the ability to recognize environmental print such as school and classroom labels.	4. Room arrangement for play 7.2 6. Child-related display 3.1 15. Books and pictures 3.2, 5.4 19. Fine motor 7.2 22. Blocks 7.2 24. Dramatic play 3.1, 5.3

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-R3.2 Demonstrate the ability to recognize some high-frequency words.	6. Child-related display 3.1 15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5
K-R3.3 Demonstrate the ability to understand how print is organized and read, using concepts about print.	6. Child-related display 3.1 15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5
K-R3.4 Demonstrate the ability to identify places where words are found, such as books, magazines, newspapers, and the Internet.	6. Child-related display 3.1 15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5
K-R3.5 Continue recognizing that words are made up of letters and that letters make sounds.	15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5
K-R3.6 Demonstrate the ability to recognize letter patterns in words.	
K-R3.7 Demonstrate the ability to identify rhyming words.	
K-R3.8 Demonstrate the ability to identify and sort words by category and sound.	15. Books and pictures 3.1, 3.2, 5.1, 5.2 17. Using language to develop reasoning skills 3.1, 3.2, 5.1, 7.1

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-R3.9 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.	15. Books and pictures 3.2, 5.4
K-R3.10 Demonstrate the ability to identify the beginning letter/sounds in single-syllable words; begin identifying the ending letter/sounds in single-syllable words.	
K-R3.11 Demonstrate the ability to blend sounds to make words.	
Writing Goal (W) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
The Writing Process	
W1 The student will use apply a process approach to writing.	
K-W1.1 Continue choosing topics and generating ideas about which to write.	6. Child-related display 3.1 15. Books and pictures 5.2 19. Fine motor 3.1, 5.1
K-W1.2 Demonstrate the ability to write in a variety of formats. K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.	16. Encouraging children to communicate 7.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 19. Fine Motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Writing Purposes	
W2 The student will write for a variety of purposes.	
<p>K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.</p>	<p>16. Encouraging children to communicate 7.2</p> <p>18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1</p> <p>19. Fine Motor 3.1, 5.1</p> <p>20. Art 3.1, 3.2, 5.1, 5.2</p>
Responding to Text	
W3 The student will respond to texts written by others.	
<p>K-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.</p>	<p>15. Books and pictures 3.2</p> <p>16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2</p> <p>18. Informal use of language 3.1, 3.2, 5.1, 5.2, 5.4, 7.2</p> <p>19. Fine Motor 3.1, 5.1</p> <p>20. Art 3.1, 5.1</p> <p>33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2</p>

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-W3.2 Begin using literary models to develop his or her own writing.	15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4 16. Encouraging children to communicate 3.1, 5.1
Legibility	
W4 The student will create legible texts.	
K-W4.1 Demonstrate the ability to copy or print letters and words, including his or her name.	6. Child-related display 3.1 16. Encouraging children to communicate 7.2 19. Fine motor 3.1, 5.1
Communication Goal (C)	
The student will recognize, demonstrate, and analyze the qualities of effective communication.	
Communication: Speaking	
C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.	
K-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2
K-C1.2 Demonstrate the ability to initiate conversation.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 36. Group time 3.1, 3.2, 5.2, 5.3, 7.3

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-C1.3 Demonstrate the ability to take turns in conversations and stay on topic.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 36. Group time 3.1, 3.2, 5.2, 5.3, 7.3
K-C1.4 Continue responding in complete sentences.	
K-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	
K-C1.6 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	15. Books and pictures 3.2, 5.4, 5.5 16. Encouraging children to communicate 3.1 21. Music/movement 3.1
K-C1.7 Continue participating in creative dramatics.	24. Dramatic play 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4
K-C1.8 Continue using oral language for a variety of purposes.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 5.4 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2
K-C1.9 Demonstrate the ability to give one-step oral directions.	

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-C1.10 Begin telling and retelling stories and events in logical order.	15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5 17. Using language to develop reasoning skills 3.1, 7.1
K-C1.11 Begin using visual aids such as pictures to support and extend his or her meaning in oral presentations.	6. Child-related display 3.1 15. Books and pictures 5.4 20. Art 3.1, 3.2, 5.1, 5.2
K-C1.12 Begin using Standard American English (SAE) in formal speaking situations and in the classroom.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 36. Group time 3.1, 3.2, 5.2, 5.3, 7.1, 7.2, 7.3
K-C1.13 Begin summarizing conversations and discussions.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.2, 5.4

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Communication: Listening	
C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
K-C2.1 Demonstrate the ability to follow one- and two-step oral directions.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4
K-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.	15. Books and pictures 3.2, 5.5
K-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.	18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1
K-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	33. Interactions among children 5.1
K-C2.5 Begin summarizing conversations and discussions.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 3.2
K-C2.6 Begin making predictions about the content of stories read aloud.	15. Books and pictures 3.2 16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 17. Using language to develop reasoning skills 3.1, 3.2 18. Informal use of language 3.2
K-C2.7 Begin listening for main ideas.	15. Books and pictures 3.2, 5.5

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Communication: Viewing	
C3 The student will comprehend and analyze information he or she receives from nonprint sources.	
K-C3.1 Continue recognizing nonprint sources.	6. Child-related display 3.1 16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 27. Use of TV, video, and/or computers 5.1, 5.3, 5.4
K-C3.2 Begin making predictions about the content of what he or she views.	6. Child-related display 3.1 18. Informal use of language 7.2 27. Use of TV, video, and/or computers 5.1, 5.3, 5.4
K-C3.3 Continue making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	6. Child-related display 3.1 16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 27. Use of TV, video, and/or computers 5.1, 5.3, 5.4
Research Goal (RS)	
The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
Selecting a Research Topic	
RS1 The student will select a topic for exploration.	
K-RS1.1 Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.	18. Informal use of language 7.2 29. Supervision of gross motor activities 7.1 30. General supervision (other than gross motor) 7.1

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Gathering Information and Refining a Topic	
RS2 The student will gather information from a variety of sources.	
K-RS2.1 Continue identifying pictures and charts as sources of information.	6. Child-related display 3.1
K-RS2.2 Begin gathering information from a variety of sources, including those accessed through the use of technology.	15. Books and pictures 3.1, 5.1, 5.2, 5.3, 5.4 27. Use of TV, video, and/or computers 3.1, 5.1, 5.2, 5.3, 7.2
Preparing and Presenting Information	
RS3 The student will use a variety of strategies to prepare and present selected information.	
K-RS3.1 Continue organizing and classifying information by constructing categories.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1, 7.2
K-RS3.2 Continue organizing information on the basis of observation.	
K-RS3.3 Continue presenting his or her research findings in a variety of formats.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 18. Informal use of language 7.2 27. Use of TV, video, and/or computers 5.2, 7.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2

South Carolina Kindergarten Curriculum Standards		Early Childhood Environment Rating Scale Items and Indicator Numbers	
Math			
Number and Operations			
Standard I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.			
Expectation A. Count with understanding and recognize “how many” in sets of objects.			
1. Given a set containing 10 or fewer concrete items, tell how many are in a set by counting the number of items orally using 1:1 correspondence.	17. Using language to develop reasoning skills 5.1, 5.2		
2. Given a set of 10 or fewer concrete items, identify and describe one set as having more, fewer, or the same number of members as the other set.	19. Fine motor 3.1, 5.1		
3. Count forward to 20 and backward from 10.	26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2		
Expectation C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.			
1. Identify the positions first through tenth using an ordered set of objects.	17. Using language to develop reasoning skills 5.1, 5.2		
	19. Fine motor 3.1, 5.1		
	26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2		

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation D. Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.	
1. Discuss and explain how numerals are used in the environment (e.g., house numbers, phone numbers, dates).	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 18. Informal use of language 3.1, 3.2, 5.1, 5.4, 7.1, 7.2 24. Dramatic play 3.1, 5.1, 5.3 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2
Expectation E. Connect number words and numerals to the quantities they represent, using various physical models and representations.	
1. Identify the numeral that matches a quantity (1–10).	17. Using language to develop reasoning skills 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation F. Understand and represent commonly used fractions, such as 1/4, 1/3, and 1/2.	
1. Divide a set of objects into equal groups.	17. Using language to develop reasoning skills 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2
Standard II. Understand meanings of operations and how they relate to one another.	
Expectation A. Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.	
1. Add and subtract whole numbers using up to ten concrete items.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2
Expectation B. Understand the effects of adding and subtracting whole numbers.	
1. Relate the operation of addition to increase in quantity and subtraction to decrease in quantity.	17. Using language to develop reasoning skills 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Algebra	
Standard I. Understand patterns, relations, and functions	
Expectation A. Sort, classify, and order objects by size, number, and other properties.	
1. Sort and classify objects by one attribute (size, shape, and color).	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Sort and classify objects by more than one attribute (size, shape, and color).	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
3. Order objects by size, quantity, and other properties.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 23. Sand/water 3.2, 5.2, 7.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.	
1. Identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.	17. Using language to develop reasoning skills 5.1, 5.2
2. Construct two-part and three-part patterns.	19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Expectation C. Analyze how both repeating and growing patterns are generated.	
1. Determine a rule for repeating and growing patterns.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1 30. General supervision of children (other than gross motor) 7.1
Standard II. Represent and analyze mathematical situations and structures using algebraic symbols.	
Expectation A. Illustrate general principles and properties of operations, such as commutativity, using specific numbers.	
1. Using concrete materials, construct addition and subtraction models.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation B. Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.	
1. Use language such as <i>less than</i> , <i>more than</i> , or <i>the same number as</i> to describe the relative sizes of sets of concrete objects.	17. Using language to develop reasoning skills 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1 30. General supervision of children (other than gross motor) 7.1
Standard III. Use mathematical models to represent and understand quantitative relationships.	
Expectation A. Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.	
1. Combine two sets of objects and count the result. 2. Given a set of objects, remove some and then count the result.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Geometry	
Standard I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
Expectation A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.	
1. Identify, model, and draw two-dimensional geometric shapes (circle, square, triangle, rectangle).	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 20. Art 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
2. Identify, sort, and classify two-dimensional geometric shapes according to their attributes (size, shape, color).	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
3. Identify examples of three-dimensional shapes seen in the environment (cube, sphere, cone, cylinder).	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 22. Blocks 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 7.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Expectation B. Describe attributes and parts of two- and three-dimensional shapes.	
1. Compare the size (larger/smaller) and shape of plane geometric figures (circles, triangles, squares, rectangles)	17. Using language to develop reasoning skills 5.1, 5.2 22. Blocks 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 7.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Locate two-dimensional shapes on parts of three-dimensional objects.	

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation C. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.	
1. Combine and subdivide geometric shapes and discuss the results (square, rectangle, triangle, circle).	17. Using language to develop reasoning skills 5.1, 5.2 18. Informal use of language 3.2, 5.4, 7.2 22. Blocks 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 7.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Standard II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
Expectation A. Describe, name, and interpret relative positions in space and apply ideas about relative position.	
1. Use positional words to describe the location of objects (<i>near, far, up, down, below, above, beside, next to, between, over, under</i>).	17. Using language to develop reasoning skills 5.1, 5.2 18. Informal use of language 3.2, 5.4, 7.2
Standard III. Apply transformations and use symmetry to analyze mathematical situations.	
Expectation B. Recognize and create shapes that have symmetry.	
1. Identify and describe shapes in the world that show symmetry across a line (nature, art, the human body).	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 20. Art 3.1, 5.1 25. Nature/science 3.1, 3.2, 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Standard IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.	
Expectation C. Relate ideas in geometry to ideas in number and measurement.	
1. Recall the configuration of dots on dominoes or name objects seen briefly.	17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Identify, describe, and extend a repeating pattern found in common objects, numerals, sounds, and movements.	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 19. Fine motor 3.1, 5.1 22. Blocks 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 7.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
3. Compare the relative size of objects as bigger, smaller, or the same.	
Expectation D. Recognize geometric shapes and structures in the environment and specify their location.	
1. Identify and describe objects in the environment that depict geometric figures (triangle, rectangle, square, and circle).	6. Child-related display 3.1 17. Using language to develop reasoning skills 5.1, 5.2 26. Math/number 5.4

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
2. Connect geometrical patterns and their relationships with other aspects of mathematics and with other disciplines.	17. Using language to develop reasoning skills 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Measurement	
Standard I. Understand measurable attributes of objects and the units, systems, and processes of measurement.	
Expectation A. Recognize the attributes of length, volume, weight, area, and time.	
1. Identify the attributes of length, volume, weight, area, and time by using manipulatives.	23. Sand/water 3.2, 5.2, 7.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Expectation B. Compare and order objects according to their attributes.	
1. Compare two objects by using direct comparisons according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), and time (longer, shorter).	17. Using language to develop reasoning skills 5.1, 5.2 22. Blocks 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 7.1 23. Sand/water 3.2, 5.2, 7.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Order objects by length, height, and weight.	
Expectation C. Understand how to measure using nonstandard and standard units.	
1. Use nonstandard linear measures (fingers, hands, feet, and arms).	17. Using language to develop reasoning skills 5.1, 5.2 22. Blocks 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 7.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Use nonstandard measures to explore the area of everyday objects.	
3. Compare quantities using nonstandard units of capacity.	

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation D. Select an appropriate unit and tool for the attribute being measured.	
1. Identify the instruments used to measure length (ruler), weight (scale), time (digital and analog clocks), day, month, and season (calendar), and temperature (thermometer).	17. Using language to develop reasoning skills 5.1, 5.2
2. Use appropriate units of linear measure (foot rulers, yard tape measures).	26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Standard II. Apply appropriate techniques, tools, and formulas to determine measurements.	
Expectation C. Use tools to measure.	
1. Tell time to the hour by using analog and digital clocks.	26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Use a calendar to do the following: a. read and write numerals to 31, b. identify the day and the date, c. identify the days of the week, d. identify the months of the year, and e. identify "yesterday," "today," and "tomorrow."	6. Child-related display 3.1 17. Using language to develop reasoning skills 3.1, 3.2, 5.1, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
3. Identify a penny, nickel, dime, quarter, and dollar.	6. Child-related display 3.1 26. Math/number 3.1, 3.2, 5.1, 5.2
Expectation D. Develop common referents for measures to make comparisons and estimates.	
1. Make and use estimates of measurements.	26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
2. Identify the relationship between the minute hand and the hour hand on an analog clock.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Data Analysis and Probability	
Standard I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
Expectation A. Pose questions and gather data about themselves and their surroundings.	
1. Collect data related to familiar experiences.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2 26. Math/number 5.4, 7.1

South Carolina Kindergarten Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Expectation B. Sort and classify objects according to their attributes and organize data about the objects.	
1. Compare, sort, and group objects by a given attribute.	17. Using language to develop reasoning skills 3.1, 3.2, 5.1, 5.2 19. Fine motor 3.1, 5.1 26. Math/number 5.4, 7.1
Expectation C. Represent data using concrete objects, pictures, and graphs.	
1. Display information by using object graphs, pictorial graphs, and tables.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1
Standard II. Select and use appropriate statistical methods to analyze data.	
Expectation A. Describe parts of the data and the set of data as a whole to determine what the data show.	
1. Interpret information on a graph.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2 18. Informal use of language 3.2, 5.4, 7.2 26. Math/number 5.4, 7.1

South Carolina Kindergarten Curriculum Standards		Early Childhood Environment Rating Scale Items and Indicator Numbers	
Science			
Inquiry			
The student will demonstrate an understanding of the processes and skills necessary to conduct a simple investigation.			
K-1.1 Use the senses to identify objects or events.	25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1		
K-1.2 Use simple tools, including magnifiers and eyedroppers, safely, accurately, and as appropriate for gathering specific data.			
K-1.3 Make simple predictions (including explaining that some things are more likely to happen than others) and explanations based on previous experiences.	17. Using language to develop reasoning skills 3.1, 3.2, 5.1, 5.2, 7.1 25. Nature/science 5.4, 7.1, 7.2		
K-1.4 Compare objects by measuring, using non-standard units of measurement.	23. Sand/water 3.2, 5.2 25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1 26. Math/number 3.1, 3.2, 5.1, 5.2, 5.4, 7.1		
Living Organisms			
The student will demonstrate an understanding of the characteristics of living things.			
K-2.1 Recall that there are certain things that all living things need to stay alive including air, water, and food.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2, 7.1 25. Nature/science 5.4, 7.1, 7.2		
K-2.2 Match parents with offspring to show that most living things closely resemble their parents, though not exactly.	17. Using language to develop reasoning skills 5.1 25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1, 7.2		

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-2.3 Compare individuals of a type of plant or animal to determine that there are differences among individuals.	17. Using language to develop reasoning skills 3.1, 3.2, 5.2, 7.1
K-2.4 Recognize that all living things go through periods of growth and change called life cycles.	25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1, 7.2
My Body The student will demonstrate an understanding that humans have essential requirements for life.	
K-3.1 Identify humans' distinct body structures for walking, holding, touching, seeing, smelling, hearing, and talking, including legs, arms, nose, ears, eyes, and mouth.	6. Child-related display 3.1 25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1, 7.2
K-3.2 Recognize that humans have the senses of sight, smell, hearing, taste, and touch that help them detect the conditions in the external environment.	25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1, 7.2
K-3.3 Recognize that people are living beings with basic needs, including, air, water, food, and shelter.	
Seasonal Changes The student will demonstrate an understanding of seasonal weather changes.	
K-4.1 Identify weather changes that occur from day to day.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2 25. Nature/science 5.4, 7.1, 7.2

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K-4.2 Recall the weather patterns that occur from season to season.	6. Child-related display 3.1
K-4.3 Identify ways that the seasons affect plants and animals.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2 25. Nature/science 5.4, 7.1, 7.2
Exploring Matter The student will demonstrate an understanding that objects can be described by their observable properties.	
K-5.1 Classify and sort objects by observable properties, including size, color, shape, magnetism, weight, texture, and ability to float in water.	17. Using language to develop reasoning skills 3.1, 3.2, 5.1, 5.2 23. Sand/water 3.1, 3.2, 5.1, 5.2, 5.3 25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1, 7.2
K-5.2 Identify the different types of materials of which objects are made, including wood, plastic, metal, cloth, and paper.	17. Using language to develop reasoning skills 3.1, 3.2, 5.1, 5.2 25. Nature/science 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1, 7.2

South Carolina Kindergarten Curriculum Standards		Early Childhood Environment Rating Scale Items and Indicator Numbers	
Social Studies			
I. Time, Continuity, and Change: History			
K.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past.			
K.1.1 The student should be able to discuss personal changes over time such as those related to physical growth and personal interests		16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2	
K.1.2 The student should be able to describe personal connections to place, especially place as associated with immediate surroundings.		17. Using language to develop reasoning skills 3.1, 3.2, 7.1	
		18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2	
II. Power, Authority, & Governance: Government/Political Science			
K.2 The learner will demonstrate an understanding of authority.			
K.2.1 The student should be able to explain the purposes of rules and laws and the consequences of breaking them		14. Safety practices 5.2	
		18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2	
		31. Discipline 7.1, 7.2	
		32. Staff-child interactions 3.2	
		33. Interactions among children 5.2	
K.2.2 The student should be able to state sources of power and authority in your family and school.		16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2	
		18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2	
		24. Dramatic play 3.1	

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K.3 The learner will identify key figures, symbols, and events in the foundations of American democracy.	
K.3.1 The student should be able to name historical figures, events, and national symbols that exemplify values and principles of American democracy.	15. Books and pictures 3.1, 3.2, 5.1, 5.2, 5.3, 5.4 28. Promoting acceptance of diversity 5.1
K.4 The learner will demonstrate an understanding of the role of the responsible citizen in American democracy.	
K.4.1 The student should be able to identify what it means to be a citizen.	31. Discipline 7.1, 7.2
K.4.2 The student should be able to demonstrate the ability to work with others.	33. Interactions among children 3.1, 3.2, 3.3, 5.1, 5.2, 7.1, 7.2
K.4.3 The student should be able to understand and exhibit the concept of compromise.	31. Discipline 7.1, 7.2 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1
K.4.4 The student should be able to demonstrate empathy and caring for others, respecting the rights and cultural diversity of others.	28. Promoting acceptance of diversity 3.1, 3.2, 3.3, 5.1, 5.2, 7.1, 7.2 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1
III. People, Places, and Environments: Geography	
K.5 The learner will demonstrate an understanding of the world in spatial terms.	
K.5.1 The student should be able to identify the purposes and characteristics of maps, globes, and graphs	6. Child-related display 3.1 17. Using language to develop reasoning skills 3.1, 3.2
K.5.2 The student should be able to locate places within his or her community and in nearby communities.	
K.6 The learner will demonstrate an understanding of places.	
K.6.1 The student should be able to compare and contrast the characteristics of the environments made by nature and made by humans.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K.6.1 The student should be able to compare and contrast the characteristics of the environments made by nature and made by humans.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1
K.7 The learner will demonstrate an understanding of the role of human systems on Earth.	
K.7.1 The student should be able to discuss how various people earn their livings	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 17. Using language to develop reasoning skills 3.1, 3.2, 7.1 24. Dramatic play 3.1, 5.1, 5.3, 7.4
K.7.2 The student should be able to identify similarities and differences in the customs, patterns, and cultures of various regions	28. Promoting acceptance of diversity 3.1, 3.2, 3.3, 5.1, 5.2, 7.1, 7.2
K.8 The learner will demonstrate an understanding of interactions between the environment and society.	
K.8.1 The student should be able to explain ways people depend on the environment	16. Encouraging children to communicate 3.1 , 3.2, 3.3, 5.1, 5.2
K.8.2 The student should be able to name ways people change, care for, and endanger their environment.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1
K.9 The learner will demonstrate an understanding of how choice impacts personal economics.	
K.9.1 The student should be able to explain how families and communities work together to meet basic needs and wants and deal with availability of goods and services.	16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2 17. Using language to develop reasoning skills 3.1, 3.2, 7.1

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
K.10 The learner will demonstrate an understanding of businesses in the community.	
K.10.1 The student should be able to give examples of people acting as consumers and producers.	24. Dramatic play 3.1, 5.1, 5.3, 7.4
K.11 The learner will demonstrate an understanding of the world of work.	
K.11.1 The student should be able to name a variety of jobs.	24. Dramatic play 3.1, 5.1, 5.3, 7.4
K.11.2 The student should be able to state how people live and work together in a family	
K.11.3 The student should be able to describe the role of the workers in the community and the tools each worker needs to accomplish his or her task.	
Physical Education	
Standard 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.	
Standard 1. PreK-K: Students should develop most fundamental movement patterns (e.g., throwing, receiving, jumping, and striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.	
The student will demonstrate controlled traveling, rolling, and balancing actions.	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 21. Music/movement 3.3 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3
The student will travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly.	
The student will move with awareness of others in general space.	

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
The student will kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball).	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3
The student will select appropriate actions to match a steady beat.	21. Music/movement 3.2, 3.3
Standard 2. Applies movement concepts and principles to the learning and development of motor skills	
Standard 2. PreK-K: Students should become aware of basic cognitive concepts associated with movement and know how to use them to guide their performance in game skills, body management, dance, and locomotion. Students should begin to recognize and apply some characteristics of mature fundamental motor patterns.	
The student will identify fundamental movement patterns (e.g., skip, strike).	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 S 8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2
The student will identify beginning management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist).	
The student will apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).	
The student will identify fundamental movement patterns (e.g., skip, strike).	29. Supervision of gross motor activities 7.1 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3
The student will identify beginning management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist).	
The student will apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).	

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Standard 3. Exhibits a physically active lifestyle	
Standard 3. PreK-K: Students should develop positive attitudes toward participation in physical activity and a general awareness that physical activity is both fun and good for one.	
The student will select and participate in physical activity during unscheduled times.	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1
The student will select and participate in physical activity during unscheduled times.	8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2 34. Schedule 3.3, 3.4, 5.3 35. Free play 3.1, 3.3, 5.1, 5.3
The student will identify likes and dislikes connected with participation in physical activity.	16. Encouraging children to communicate 3.1, 5.1 18. Informal use of language 3.1, 3.2, 5.1, 7.1, 7.2 29. Supervision of gross motor activities 7.1

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Standard 4. Achieves and maintains a health-enhancing level of physical fitness.	
Standard 4. Pre-K-K: Students should be able to sustain physical activity intermittently for short periods of time, enjoy being physically active, and recognize the physiological signs associated with engagement in vigorous physical activity.	
The student will sustain moderate to vigorous physical activity for short periods of time.	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 8. Gross motor equipment 3.1, 3.2, 3.3, 5.1, 5.2 29. Supervision of gross motor activities 7.1 34. Schedule 3.3, 3.4, 5.3
The student will be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).	35. Free play 3.1, 3.3, 5.1, 5.3
Standard 5. Demonstrates responsible personal and social behavior in physical activity settings	
Standard 5. Pre-K-K: Students should learn and utilize acceptable behaviors and safe practices while in a physical activity setting. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group.	
The student will know rules, procedures, and safe practices for participation and respond appropriately.	14. Safety practices 5.2, 7.2
The student will share space and equipment with others.	8. Gross motor equipment 5.1 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Standard 6. Demonstrates understanding and respect for differences among people in physical activity settings	
Standard 6. Pre-K-K: Students should discover the joy of playing with friends and learn how positive social interaction can make activities more fun. Students should interact positively with others in the class, regardless of personal differences.	
The student will participate willingly in individual and group activities.	5. Space for privacy 5.1, 5.2, 7.2 33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 34. Schedule 3.3, 3.4 36. Group time 5.2, 7.1, 7.3
The student will interact positively with others.	33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 34. Schedule 3.3, 3.4 36. Group time 5.2, 7.1, 7.3
Standard 7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	
Standard 7. Pre-K-K: Students should enjoy the challenge of experiencing new movements and learning new skills. They should associate positive feelings with participation in physical activity.	
The student will demonstrate a willingness to try new movement activities and skills.	7. Space for gross motor play 3.1, 5.1, 7.1 8. Gross motor equipment 3.1, 3.3, 5.1, 5.2, 7.1, 7.2 21. Music/movement 3.3 34. Schedule 3.3, 3.4, 5.3

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
The student will demonstrate a willingness to try new movement activities and skills.	35. Free play 3.1, 3.3, 5.1, 5.3
The student will identify feelings resulting from participation in physical activity.	16. Encouraging children to communicate 3.1, 5.1 18. Informal use of language 3.1, 3.2, 5.1, 7.1, 7.2 29. Supervision of gross motor activities 7.1
Visual and Performing Arts	
Dance	
I. Technique	
Identifying and demonstrating movement elements and skills in performing dance.	
Students will demonstrate nonlocomotor movements (e.g., bend, twist, stretch, swing).	1. Indoor space 3.1, 5.1 7. Space for gross motor play 3.1, 3.2, 5.1, 7.1 21. Music/movement 3.3
Students will demonstrate basic locomotor movements (e.g., walk, run, hop, jump).	
Students will use their bodies to create shapes at low, middle, and high levels.	
Students will create, demonstrate, and imitate straight and curved pathways using locomotor and nonlocomotor movements.	
Students will safely maintain personal and general space while moving.	
Students will start, change, and stop movement in response to a rhythm.	21. Music/movement 3.2, 3.3
Students will demonstrate kinesthetic awareness by moving body parts in isolation.	7. Space for gross motor play 3.1, 3.2, 5.1

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
II. Choreography Understanding choreographic principles, processes, and structures.	
Students will use improvisation to discover and invent movement and to solve movement problems.	21. Music/movement 3.3, 7.3
Students will improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods).	
Students will create and repeat a simple sequence with a beginning, middle, and end, both with and without rhythmic accompaniment; identifying each of the parts of the sequence.	
Students will demonstrate the following partnering skills: copying, leading, following, and mirroring.	
Students will translate simple motif writing into movement.	
III. Nonverbal Communication Understanding dance as a way to create and communicate meaning.	
Students will describe how dance is different from other forms of human movement (e.g., sports maneuvers, everyday gestures).	17. Using language to develop reasoning skills 3.1, 3.2, 7.1
Students will participate in class discussions about interpretation of and responses to dance.	18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
Students will improvise, create, and perform dances that communicate feelings and ideas.	21. Music/movement 3.3, 7.3
IV. Critical and Creative Thinking Applying and demonstrating critical and creative thinking skills in dance.	
Students will generate multiple solutions to a simple movement problem (e.g., creating rounded shapes); then identify their favorite solution and defend their choice.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2 21. Music/movement 3.3, 7.3

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Students will demonstrate appropriate audience behavior while watching and responding to dance performances.	33. Interactions among children 3.1, 3.3, 5.1, 5.2, 7.1, 7.2
V. History and Culture Demonstrating and understanding dance in various cultures and historical periods.	
Students will perform simple folk dances from various cultures.	21. Music/movement 3.3, 5.2, 7.3 28. Promoting acceptance of diversity 3.1, 5.1, 7.1, 7.2
Students will explain some of the reasons why people dance (e.g., entertainment, recreation, religious expression).	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
VI. Healthful Living Making connections between dance and healthful living.	
Students will give examples of how healthy practices enhance one's ability to dance.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
VII. Connections Making connections between dance and other disciplines.	
Students will respond to a dance by using another art form (e.g., drawing, painting, singing).	20. Art 3.1, 3.2, 5.1, 5.2, 7.2 21. Music/movement 3.1, 5.1, 7.1, 7.2, 7.3
General Music	
I. Singing Singing, alone and with others, a varied repertoire of music.	
Students will sing songs in a developmentally appropriate range (using head tones), match pitch, echo short melodic patterns, and maintain a steady tempo.	21. Music/movement 3.2, 7.3
Students will speak, chant, and sing using expressive voices and move to demonstrate awareness of beat, tempo, dynamics, and melodic direction.	21. Music/movement 3.2, 3.3, 7.3
Students will sing from memory age-appropriate songs representing varied styles of music.	21. Music/movement 3.2, 5.2, 7.3

South Carolina Kindergarten Curriculum Standards		Early Childhood Environment Rating Scale Items and Indicator Numbers	
II. Performing on Instruments			
Performing on instruments, alone and with others, a varied repertoire of music.			
Students will play a variety of pitched and unpitched instruments and use other sound sources, including body percussion.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3		
Students will play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating awareness of beat, tempo, dynamics, and melodic direction.			
Students will play appropriate pitched or unpitched instruments to accompany songs and games from diverse cultures.			
Students will echo short rhythmic and melodic patterns.			
III. Improvising			
Improvising melodies, variations, and accompaniments.			
Students will improvise songs and rhythm chants with words to accompany play activities.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3		
Students will improvise instrumental accompaniments to songs, recorded selections, stories, and poems.			
Students will improvise simple rhythmic accompaniments using body percussion and classroom instruments.			
IV. Composing and Arranging			
Composing and arranging music within specified guidelines.			
Students will compose using icons or invented symbols to represent music beats.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3		
Students will compose using icons or invented symbols to represent musical sounds and ideas.			
V. Reading and Notating			
Reading and notating music.			
Students will begin to read, write, and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest.	21. Music/movement 3.1, 3.2, 5.1, 7.1, 7.2, 7.3		
Students will begin to read and write melodic notation in pentatonic mode, using traditional, nontraditional, and invented symbols to represent pitch.			

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
VI. Analyzing	
Listening to, analyzing, and describing music.	
Students will identify examples of simple music forms.	21. Music/movement 3.1, 3.2, 3.3, 5.1, 7.1
Students will use personal vocabulary to describe music from diverse cultures.	
Students will identify and describe basic elements in music, including pitch, tempo, and dynamics.	21. Music/movement 3.1, 3.2, 3.3, 5.1, 7.1, 7.2, 7.3
Students will identify and describe the sources of a variety of sounds, including male and female voices and the sounds of common instruments.	
Students will show body movement in response to pitch, dynamics, tempo, and style of music.	
VII. Evaluating	
Evaluating music and music performances.	
Students will identify specific elements of musical works that evoke emotion and response.	16. Encouraging children to communicate 3.1, 5.1
Students will identify their personal preferences for specific musical works and performances.	18. Informal use of language 3.1, 3.2, 5.1, 7.1, 7.2
	21. Music/movement 3.2, 7.2
VIII. Making Connections	
Understanding relationships between music, the other arts, and disciplines outside the arts.	
Students will relate uses of music to daily experiences, celebrations, and special events.	21. Music/movement 3.2, 7.2

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
IX. Relating to History and Culture Understanding music in relation to history and culture.	
Students will sing and play simple songs and music games from diverse cultures.	21. Music/movement 3.3, 5.2, 7.3
Students will use personal vocabulary to describe voices, instruments, music notation, and varied genres and styles from diverse cultures.	28. Promoting acceptance of diversity 3.1, 5.1, 7.1, 7.2
Theatre	
I. Story Making/Script Writing Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.	
Students will identify individual elements (who, what, and where) of classroom dramatizations.	24. Dramatic play 3.1, 3.2, 5.1, 5.3, 7.1, 7.3, 7.4
Students will create scenes and scenarios (with a beginning, middle, and end) by improvising and participating in theatre games.	
II. Acting Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes.	
Students will demonstrate physical traits of humans, animals, and objects.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4
Students will describe and compare ways that people react to other people and to internal and external environments.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1 18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2
Students will assume roles in a variety of dramatizations.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4
Students will perform in group (ensemble) dramatizations.	
III. Designing Designing by developing environments for improvised and scripted scenes.	
Students will Identify sets and costumes appropriate for stories and/or classroom dramatizations.	24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4
Students will use scenery, properties, lighting, sound, costumes, and makeup in classroom dramatizations.	
IV. Directing Directing by organizing rehearsals for improvised and scripted scenes.	
Students will begin to respond appropriately to instructors' directions and side coaching.	30. General supervision of children (other than gross motor) 7.1

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Students will begin to plan classroom presentations individually and collaboratively.	<p>5. Space for privacy 5.1, 5.2, 7.2</p> <p>33. Interactions among children 7.2</p> <p>36. Group time 3.1, 3.2, 5.2, 7.1, 7.2</p>
VI. Connecting Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.	
Students will use performance skills to act out familiar stories.	<p>24. Dramatic play 3.1, 3.2, 5.1, 5.2, 5.3, 7.1, 7.3, 7.4</p>
Students will act out different career and social roles in improvisations and theatre games.	
Students will compare and contrast the use of visual arts, dance, music, or electronic media to enhance a classroom performance.	<p>17. Using language to develop reasoning skills 3.1, 3.2, 7.1</p>
Students will compare and contrast the use of visual arts, dance, music, or electronic media to enhance a classroom performance.	<p>18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2</p>
VII. Valuing and Responding Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.	
Students will demonstrate audience etiquette during theatre performances.	<p>33. Interactions among children 5.1, 5.2</p>
Students will describe a theatrical experience in terms of aural, visual, and kinetic elements.	<p>16. Encouraging children to communicate 3.1, 3.2, 3.3, 5.1, 5.2</p> <p>18. Informal use of language 3.1, 3.2, 5.1, 5.2, 7.2</p> <p>30. General supervision of children (other than gross motor) 7.1</p>
Students will describe emotions evoked by a theatre performance.	
Students will explain what they liked and disliked about a theatre performance.	

South Carolina Kindergarten Curriculum Standards		Early Childhood Environment Rating Scale Items and Indicator Numbers	
Visual Arts			
I. Understanding and Applying Media, Techniques, and Processes			
Students will begin to identify differences among media, techniques, and processes used in the visual arts.	17. Using language to develop reasoning skills 3.1, 3.2, 7.1		
	20. Art 3.1, 3.2, 5.1, 5.2		
	30. General supervision of children (other than gross motor) 7.1		
Students will use a variety of media, techniques, and processes to communicate ideas, experiences, and stories through their artworks.	19. Fine motor 3.1, 5.1		
Students will use art materials and tools in a safe and responsible manner.	20. Art 3.1, 3.2, 5.1, 5.2		
II. Using Knowledge of Structures and Functions			
Students will identify some elements and principles of design in the visual arts.	19. Fine motor 3.1, 5.1		
	20. Art 3.1, 3.2, 5.1, 5.2		
	30. General supervision of children (other than gross motor) 7.1		

South Carolina Kindergarten Curriculum Standards	Early Childhood Environment Rating Scale Items and Indicator Numbers
Students will use some elements and principles of design to communicate ideas through their artworks.	16. Encouraging children to communicate 3.2, 5.2 19. Fine motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2 30. General supervision of children (other than gross motor) 7.1
III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas	
Students will create artworks that express their personal experiences.	16. Encouraging children to communicate 3.2, 5.2 19. Fine motor 3.1, 5.1 20. Art 3.1, 3.2, 5.1, 5.2
Students will describe their personal responses to various subjects, symbols, and ideas in artworks.	
IV. Understanding the Visual Arts in Relation to History and Cultures	
Students will begin to identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.	17. Using language to develop reasoning skills 7.1
Students will begin to identify a variety of artworks, artists, and visual arts materials that exist in their community.	
V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others	
Students will identify some purposes for creating artworks.	30. General supervision of children (other than gross motor) 7.1
VI. Making Connections between Visual Arts and Other Disciplines	
Students will begin to identify connections between the visual arts and content areas across the curriculum.	20. Art 7.2